

Inspection of Bright Horizons Coulsdon Day Nursery and Preschool

48b Chipstead Valley Road, Coulsdon CR5 2RA

Inspection date: 10 January 2022

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Good

What is it like to attend this early years setting?

The provision is good

Children begin to learn about their own cultures and those of others. Their home languages are celebrated well. For example, children learn about a variety of food from around the world, such as okra, plantain and yam. Older children successfully write 'welcome' in a variety of languages. They recognise, value and share their languages, backgrounds and traditions to further celebrate their uniqueness.

All children develop a sense of belonging and they are emotionally secure. For instance, children keenly leave parents when they first arrive. They find their picture labels and hang up their coats and hats. Older children eagerly look for their picture to register their arrival. Children's independence and self-help skills are promoted very well. They demonstrate this when they skilfully serve themselves at mealtimes, make good attempts to fasten their coats and put on their own shoes. Children follow the routines of the nursery with great enthusiasm. All children behave very well given their different ages.

Babies benefit from close relationships they build with key staff. They thoroughly enjoy their time together in a nurturing environment. Babies begin to play alongside each other and watch each other with great interest. They steadily develop their communication and language skills over time and repeat single words. Overall, babies make very good progress from when they first start and they are well prepared for their next stages in learning and development.

What does the early years setting do well and what does it need to do better?

- Leaders share their strong vision for the nursery with the staff team. They consistently strive to improve practice and the provision. Overall, any weaknesses are quickly acknowledged and addressed. Improvements are implemented through policy updates, staff training and performance management, and manager meetings. For example, procedures for children's drop-off and pick-up procedures have been strengthened further. Parents welcome new home-learning opportunities, such as reading resources from a lending library. Leaders understand their responsibility to notify external agencies of all significant events in a timely manner to meet requirements.
- During the COVID-19 pandemic, leaders make every effort to minimise the spread of infection. For instance, visitors and parents entering the premises have been reduced and face coverings are requested. Leaders have prioritised building relationships with parents since restrictions have been eased. Toys and resources are regularly sanitised, and these procedures have been updated to ensure all resources are safe for children.
- Most children benefit from plenty of fresh air and physical exercise throughout the day to further promote their good health. However, this is not always

consistent, particularly in the baby room. Older children thoroughly enjoy a wide range of experiences outdoors. For example, children keenly ride tricycles and confidently climb a fixed climbing frame to further develop their large muscles. Children of mixed ages enthusiastically throw balls through large hoops to help promote their hand-to-eye coordination and physical abilities. Staff consistently praise children for their achievements to further promote their self-esteem.

- Overall, staff constantly encourage children's imagination to a good level. For example, children make 'mud cakes' in a mud kitchen and toddlers keenly explore a range of wooden food, toy animals and small-world people. However, occasionally, staff do not always provide ample opportunity for pre-school children to extend their imaginative skills to an even higher level.
- Children with special educational needs and/or disabilities (SEND) and those with medical conditions are supported to a high level. Staff work closely with parents and external agencies to ensure the best outcomes for all children. Parents describe the care their children receive as 'amazing' and say it 'cannot be faulted'. Children who are entitled to additional funding make very good progress over time. Leaders act with integrity to ensure all children receive the highest level of support, particularly those with SEND.
- The broad and varied sequenced curriculum further supports children's communication and language skills to a good level. Interactions between staff and children help to ensure all children's communication and language skills are consistently supported well. For instance, older children enjoy listening intently to stories. All children remember and respond to a selection of songs and rhymes. Staff skilfully use new words, such as 'jiggle' and 'squidgy', to help extend the youngest children's vocabulary.

Safeguarding

The arrangements for safeguarding are effective.

Staff have good knowledge of safeguarding, including wider safeguarding concerns. They understand how to make prompt referrals to external agencies, such as the local authority designated safeguarding officer. Leaders ensure that staff continue to be suitable to work with children through regular supervision. Staff identify and minimise any potential risks to children's safety during daily safety checks. The premises and gardens are secure. This helps to ensure no child can leave unsupervised, and no visitors can enter the nursery without close supervision. Staff are deployed well throughout the nursery and supervise children and activities well. This helps to promote children's safety and welfare.

What does the setting need to do to improve?

To further improve the quality of the early years provision, the provider should:

- increase opportunities for children to have fresh air and physical exercise,

particularly in the baby room

- provide greater opportunities for pre-school children to build on their imaginary play.

Setting details

Unique reference number	EY492768
Local authority	Croydon
Inspection number	10213547
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	84
Number of children on roll	96
Name of registered person	Bright Horizons Family Solutions Limited
Registered person unique reference number	RP901358
Telephone number	020 3780 3057
Date of previous inspection	26 September 2017

Information about this early years setting

Bright Horizons Coulsdon Day Nursery and Preschool registered in 2015. The nursery is situated in Coulsdon, in the London Borough of Croydon. It is open each weekday from 7.30am to 6.30pm, for most of the year. The nursery is in receipt of funding for the provision of free early education to children aged two, three and four years. There are 30 members of staff who work with the children. Of these, one holds a level 5 qualification, 16 hold childcare qualifications at level 3 and one holds a qualification at level 2.

Information about this inspection

Inspector

Jane Morgan

Inspection activities

- This was the first routine inspection the nursery received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders and has taken that into account in their evaluation of the nursery.
- A range of documentation was viewed by the inspector, such as recorded accidents and incidents and referrals to the local authority, a range of policies and procedures, and paediatric first-aid qualifications.
- The manager completed a learning walk with the inspector of all areas of the setting and discussed how the early years curriculum is implemented.
- The inspector took account of the views of parents.
- Staff and children spoke to the inspector during the inspection.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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